

ANTI-BULLYING POLICY

Applicable to:	RGS Prep, including EYFS
Author(s):	Head of Wellbeing
Executive owner:	Head (RGS Prep)
Date of last review:	July 2026
Date of next review:	Trinity 2027

1. Overview

The Royal Grammar School, Guildford and RGS Prep (together, “the School”) are committed to providing the highest standard of education and pastoral care. This policy reflects the School’s values, ensuring clarity and consistency for pupils, staff and parents.

Throughout this policy, the terms ‘child’, ‘pupil’ or student’ are used to refer to all those attending the School. At the time of publication, the school is a boys' school but is preparing to become co-educational. Nursery, Reception (Shell) and Year 3 at RGS Prep, and Year 12 (Lower Sixth) at RGS Senior will become co-educational from September 2027. Year 7 (1st Form) at RGS Senior will become co-educational from September 2028.

2. Our Commitment

At RGS Prep every child matters.

The happiness, safety and wellbeing of our pupils is at the heart of everything we do. We believe that a happy child is a productive child and that children flourish when they feel safe, respected, valued and known as individuals.

Bullying has no place within our school community. It undermines confidence, damages relationships and prevents children from reaching their full potential academically, socially and emotionally.

At RGS Prep we are committed to creating a culture where every pupil feels that they belong, every voice is heard and every member of our community accepts responsibility for making our school a place where kindness, respect and inclusion are the norm.

Our approach is rooted in excellent pastoral care. We believe that preventing bullying is not simply about responding to incidents; it is about building positive relationships, teaching empathy, celebrating diversity and developing young people of character who have the courage to stand up for themselves and for others.

This policy reflects our commitment to safeguarding, the Equality Act 2010 and current Department for Education guidance. It has been developed in consultation with pupils, parents, staff and governors and reflects the views shared by our parent community during the 2025 Anti-Bullying Consultation.

3. Our Values in Action

Everything we do at RGS Prep is shaped by our shared values.

Collaboration

We work together as pupils, parents and staff to build a safe, caring community where concerns are shared early and resolved together.

Courage

We encourage pupils to speak up when something is wrong, to support others and to show moral courage by standing against unkindness.

Inclusivity

Every child should feel that they belong. We celebrate difference and recognise that every individual brings something unique to our school community.

Integrity

We expect honesty, accountability and taking responsibility for our actions. When mistakes are made, we support children to learn from them and repair relationships.

Respect

Respect underpins every interaction within our community. We value one another's dignity, opinions, identities and experiences.

Scholarship

Education extends beyond academic achievement. We seek to develop emotionally intelligent young people who demonstrate empathy, resilience, curiosity and kindness.

4. Our Pastoral Philosophy

Pastoral care is central to life at RGS Prep. Every member of staff shares responsibility for pupils' wellbeing. Through strong relationships, daily pastoral care and open communication, we strive to ensure every child:

- feels safe and accepted;
- develops confidence and self-worth;
- values others and feels valued;
- experiences clear, fair and consistent boundaries;
- develops resilience and independence;
- knows there is always a trusted adult available to help.

Our pastoral structures—including Form Teachers, Heads of House, the Head of Wellbeing, Emotional Literacy Support Assistant (ELSA), School Council, Buddy System and Wellbeing App—play an essential role in preventing bullying before it develops and providing support whenever concerns arise.

5. Aims

This policy aims to:

- promote a culture of kindness and respect;
- provide a shared understanding of bullying;
- prevent bullying through education and positive relationships;
- ensure pupils feel confident to report concerns;
- respond consistently and fairly to incidents;
- support both children experiencing bullying and those displaying bullying behaviour;
- work in partnership with families;
- continually review our practice to improve outcomes for pupils.

6. What is Bullying?

At RGS Prep we recognise that friendship difficulties and disagreements are a normal part of childhood and provide valuable opportunities to learn conflict resolution. Bullying is different.

We adopt the definition used by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group where there is an imbalance of power. Bullying can happen face-to-face or online."

When considering concerns we ask:

- Is there an imbalance of power?
- Is there a pattern of behaviour?
- Has harm been caused?
- What has been the impact on the child?
- What support does the child need now?

Some serious one-off incidents, particularly where prejudice, discrimination or safeguarding concerns exist, will be managed with the same seriousness as repeated bullying.

7. Forms of Bullying

Bullying may include:

- Physical aggression
- Verbal abuse
- Emotional bullying
- Deliberate exclusion
- Rumour spreading
- Intimidation
- Damage to property
- Extortion
- Online bullying
- Sexual harassment
- Prejudice-based bullying

Bullying may relate to:

- race or ethnicity;
- religion or belief;
- disability or SEND;
- appearance;
- family circumstances;
- gender;
- gender identity;
- sexual orientation;
- caring responsibilities;
- looked-after status;
- any protected characteristic.

8. Creating a Culture Where Bullying Does Not Thrive

The most effective response to bullying is prevention. We deliberately build a culture where pupils experience positive relationships every day through:

- outstanding pastoral care;
- daily emotional check-ins;
- Form Time;
- PSHE and Relationships Education;
- assemblies;
- the House System;
- the Buddy System;
- pupil leadership;
- School Council;
- Wellbeing App access;
- ELSA support;
- celebration of kindness;
- Anti-Bullying Week;
- online safety education;
- strong staff visibility during breaktimes;
- restorative conversations;
- regular staff training.

Children are explicitly taught how to:

- recognise bullying;
- seek help;
- support others;
- manage friendship difficulties;
- challenge unkind behaviour safely;
- become positive bystanders rather than passive observers.

9. Listening to Pupil Voice

At RGS Prep we believe children should be active participants in shaping our school culture. We regularly gather pupil voice through:

- School Council;
- wellbeing surveys;
- Anti-Bullying Week activities;
- pupil discussions;
- pastoral conversations.

Feedback informs future developments to our pastoral provision.

10. Reporting Concerns

We encourage pupils to speak to:

- their Form Teacher;
- any trusted adult;
- Head of Wellbeing;
- Headteacher;
- parents, who can contact school.

Every concern is taken seriously. No concern is considered "too small". Small incidents can sometimes identify patterns that allow us to intervene before behaviour becomes entrenched.

11. Working in Partnership with Parents

Parents are our partners in safeguarding children's wellbeing. Following consultation with parents, we are committed to:

- communicating concerns early;
- involving parents appropriately throughout investigations;
- explaining our response process clearly;
- maintaining appropriate confidentiality;
- providing reassurance that concerns have been acted upon;
- helping families support children at home.

We encourage parents to share concerns as early as possible rather than waiting until issues have escalated.

12. Responding to Bullying

Our response is guided by one principle: **The wellbeing of children comes first.**

Stage One — Safety

Our immediate priority is to ensure that everyone involved feels safe. We will:

- listen carefully;

- reassure the child;
- assess immediate risk;
- investigate sensitively;
- consider safeguarding implications;
- contact parents where appropriate;
- record the incident.

Children experiencing bullying will always be told:

- they have done the right thing by speaking up;
- they will be listened to;
- they will be supported;
- the situation will be taken seriously.

Stage Two — Restoring Relationships and Preventing Further Harm

Where bullying has occurred we seek both accountability and lasting behaviour change.

Children displaying bullying behaviour will:

- understand the impact of their actions;
- take responsibility;
- receive appropriate sanctions;
- receive support to change behaviour;
- work with parents and staff to rebuild trust.

Support may include:

- mentoring;
- restorative conversations;
- behaviour targets;
- emotional regulation work;
- ELSA support;
- wellbeing interventions;
- external agencies where appropriate.

Consequences will always be proportionate and consistent with the Behaviour Policy.

Stage Three — Learning as a School Community

Every incident provides an opportunity to improve. Following significant incidents we ask:

- What can we learn?
- Were there earlier warning signs?
- Are there patterns emerging?
- Does supervision need improving?
- Does further education need to take place?
- Do pupils need additional support?

Our goal is continual improvement rather than simply case closure.

13. Supporting Children

Children experiencing bullying

Support may include:

- regular pastoral check-ins;
- trusted adults;
- friendship support;
- counselling where appropriate;
- ELSA intervention;
- wellbeing monitoring;
- safe spaces.

Children will always be involved in deciding what support they feel will help.

Children displaying bullying behaviour

We believe every child can learn and grow. Alongside appropriate consequences we seek to:

- understand underlying causes;
- develop empathy;
- strengthen relationships;
- build emotional literacy;
- teach better choices.

This reflects our belief that children should be supported to become the very best version of themselves.

Recording and Monitoring

All bullying concerns are recorded on CPOMS. Records help us:

- identify patterns;
- monitor vulnerable pupils;
- improve supervision;
- evaluate interventions;
- inform governor oversight;
- review policy effectiveness.

14. Roles and Responsibilities

Every adult has responsibility for promoting a culture of kindness.

The Headteacher provides strategic leadership.

The Head of Wellbeing coordinates pastoral responses.

Form Teachers remain the first point of contact for pupils and families.

Heads of House, ELSA, support staff and all teaching staff contribute to the wellbeing of pupils every day.

Governors oversee implementation through regular review.

Pupils are expected to demonstrate the school's values by treating one another with kindness, speaking up when worried and supporting others.

Parents are encouraged to work positively with the school so that concerns can be addressed promptly.

15. Monitoring and Evaluation

We review our practice through:

- analysis of bullying records;
- pupil wellbeing surveys;
- parent consultation;
- staff feedback;
- governor monitoring;
- annual review of this policy.

The school is committed to continuous improvement and will adapt practice where consultation or evidence suggests this will improve pupils' wellbeing.

16. Useful Organisations

- Anti-Bullying Alliance
- Kidscape
- NSPCC
- Childline
- CEOP Education